

All staff are active members of the learning community

There are high expectations for all staff and students. Everyone participates as a group. All students are included in the learning activities. The staff helps the teacher with distributing materials and manipulatives, recording information/answers, moving into positions to support all students and ensuring their participation. This keeps the instruction moving seamlessly as students learn to scan the environment for information and direction. The environment is active and alive. The staff demonstrates cooperation and teamwork. They have a common purpose...student learning and achievement.

Building self-regulation through student owned behavior system

All staff is attuned to the idea that attending to task and engaging in work is the most effective way of managing student behavior. The teacher is very clever in designing a behavior system that is student driven and owned. The "penny brick" is a timer sequence that the students start and control throughout the day. Staff monitors the students as they manipulate the "penny brick" but they do not interfere nor direct the student action. This behavior system is coupled with instruction through the creation of weekly individual charts.

Connections to Frameworks for Teaching (FT)

Component 2a CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT

"An essential skill of teaching is that of managing relationships with students and ensuring that relationships among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interactions they encourage and cultivate among students."

Component 3c ENGAGING STUDENTS IN LEARNING

"When students are engaged in learning, they are not merely "busy", nor are they only "on task". Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that in the latter, students are developing their understanding through what they do"

Component 2d MANAGING STUDENT BEHAVIOR

"In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian."

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Pocket PD No. 4

Defining the CLASSROOM TEAM: Roles and Responsibilities

This Professional Development will stimulate discussion on the roles and responsibilities of the classroom staff with particular focus on the important role the paraprofessionals play in the classroom. We will watch a video of Ms. Agu's 12:1:1 class at P53K who participate in the NYS Alternate Assessment. The smooth interactions between all staff encourage all students to be actively and positively engaged in learning.

We will review the following: NYCDOE Handbook for Substitute Special Education Teaching Assistants (Paraprofessionals), the D75 Supplement, and a section of the D75 Paraprofessional Training PowerPoint created for Election Day 2013.



Listed here are **Target Points** to watch for during the video. Please take a minute to read through the list first, and then mark the items and take notes as you see them occur in the video.

Write notes on a separate sheet.

The Target Points in blue text will be explored in detail.

TARGET POINTS to watch for...

- All staff and students know the classroom rhythm and routines
- Purposeful movements used by students and staff to reinforce learning
- Students and staff appear to enjoy the learning activities
- All staff are engaged in encouraging student performance
- The environment provides multiple opportunities for learning and exploring
- All staff support each other
- The interactions between the one-to-one paraprofessional and all students
- All staff are alert... anticipate and respond to students' needs
- Language is respectful... wholesome and encouraging
- Self-regulation is expected by all students and staff...

Target Points: GUIDING QUESTIONS...

- What is the paraprofessional role in engaging students participation in the lessons?
- How does the teacher provide directions to the paraprofessionals to assist specific students during the lesson?
- How are the paraprofessionals able to perform their responsibilities independently?
- Why do the paraprofessionals move from one place to another during the lessons?
- How are the paraprofessionals helping with behavior management?

NOW LET'S WATCH the VIMEO!



Ms. AGU and the SEVEN RULES

<http://vimeo.com/99168438>

Target Points: TEACHING POINTS!

Notice the rapport between students and all staff...the respect and support they show each other

The paraprofessionals, as well as other classroom staff, are consistent in paying attention to all students' actions or words, encouraging their effort and applauding results. If a student needs support, staff quietly provides help according to the instructional plan, making sure the student has the opportunity to perform the task and achieve his/her goal. The staff's respect for learning and for everyone in the room is contagious.

Learning involves the dignity of risk

When students receive special education supports and services, we often expect less from them. We may speak to students as if they are younger than they are. We may even accept behavior that is immature for their age. This is a mistake and it is disrespectful. We may have to adapt or modify materials but we should never lower our expectations. Without allowing for mistakes, we may never give the opportunity for students to learn more and grow beyond what is imagined by a label or classification.